

# Catch-Up Premium Plan

## Great Crosby Catholic Primary School 2021-2022

Summary information					
<b>School</b>	Great Crosby Catholic Primary School				
<b>Academic Year</b>	2021-22	<b>Total Catch-Up Premium</b>	£42,000	<b>Number of pupils</b>	756

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\)](#)

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition

[support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has not suffered – children are able to recall addition facts, times tables and some calculation strategies. Some aspects of algebra and shape and space need to be revisited and the pupils' ability to apply what they know is a key area for further development.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write as often during the two lockdown periods have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Phonic knowledge and Early reading skills are a priority for EYFS, KS1 and Y3. Daily reading mastery lessons are a priority and suitable follow on reading materials are essential if we are to maintain momentum.</p> <p>The vast majority of pupils from Y2 – 6 were able to tackle reading mastery lessons online and therefore the gaps are less evident</p>
<b>Non-core</b>	<p>There are some gaps in knowledge for some children and although subjects were part of our online learning some pupils failed to complete whole units of work This has meant that elements of pre-requisite knowledge needed to learn something new is missing and for some pupils they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and residential experiences.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Children's ability to apply phonic knowledge will improve because of access to a wider range of decodable texts matched the teaching sequence in EYFS and KS1</p> <p>Reading Mastery text to support pupils inspired by the excerpts used by staff</p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Manipulatives are available to support the teaching of Mathematics across school</p>	<p><b><i>Staff will be able to match more closely phonically decodable texts to the teaching sequences studied by pupils</i></b></p> <p><b><i>An emphasis on 'teaching' reading throughout the school</i></b></p> <p style="text-align: right;"><b>(£5000)</b></p> <p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional work</i></b></p> <p style="text-align: right;"><b>(£3000)</b></p> <p><b><i>Purchase additional manipulatives for EYFS/KS1, Y 3 and 4</i></b></p> <p style="text-align: right;"><b>(£2000)</b></p>		<p>BM</p> <p>KM</p> <p>PAS</p> <p>EL</p>	<p>After Feb half term 22</p> <p>Nov 21</p> <p>Jan 22</p> <p>Nov 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the NFER assessments for y3-6 by October half term. Continue with summative and formative assessment strategies to identify gaps and on Insight to track performance.</i></b></p> <p style="text-align: right;"><b>(£11000)</b></p>		<p>HC</p>	<p>Nov 21 And Jun 22</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody.</p> <p>Pupils will be supported to comprehend reading better, decode and demonstrate pleasure for reading. They will be confident readers and the numbers reaching age related expectations will be on track.</p>	<p><i>Lexplore reading assessments completed for nominated pupils in first instance</i></p> <p><b>(£7000)</b></p> <p><i>Intervention reading programmes continue and we to see gains in pupils' reading age, fluency and understanding</i></p> <p><i>Additional release time and training to support the delivery of the reading fluency</i></p> <p><b>(£750)</b></p>		<p>LB</p> <p>MT</p>	<p>Feb 22</p> <p>Jan 22</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is identified and resources purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><b>(£2000)</b></p>		<p>Phase leads</p>	<p>July 22</p>
<p><u>Increased teaching capacity</u></p> <p>Implementing extra teaching staff across identified year groups to support catch up plan.</p>	<p><i>The cost of a teacher to provide targeted support</i></p> <p><b>(£8,000)</b></p>		<p>All teaching staff</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£38750</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Additional online learning resources will be purchased, such as Spelling Shed will be purchased so that children can practise spellings at home.</i> <b>(£1500)</b>		NM	Feb 22
<u>Access to technology</u> When home learning need arises school will make available laptop devices so pupils can continue their learning at home	<i>School laptops (DfE) to be used to further support online access to resources for the children requiring home learning.            Data cards purchased for parents with no WiFi access so children can continue with home leaning</i> <b>(£1000)</b>		AC	Feb 22
			<b>Total budgeted cost</b>	<b>£43250</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£42000</b>
<b>26 devices sent by Gov</b>			<b>Cost paid through budget</b>	<b>£1250</b>